

Cultivating Early Childhood Characters Through Animated Films Nussa and Rara

Siti Nurmala¹, Laily Rosidah², Siti Khosia³

¹ PG PAUD Sultan Ageng Tirtayasa University; 2228180041@untirta.ac.id

² PG PAUD Sultan Ageng Tirtayasa University; Laily@untirta.ac.id

³ PG PAUD Sultan Ageng Tirtayasa University; skhosiah@yahoo.co.id

ARTICLE INFO

Keywords:

Keyword 1; Character
Cultivation
Keyword 2; Nussa Rara
Animation
Keyword 3; Children Aged 4-
5 Years

Article history:

Received 2023-09-18
Revised 2023-10-12
Received 2023-10-26

ABSTRACT

The use of gadgets can have a positive impact on children, but it does not rule out the possibility that gadgets can also have many negative impacts on children's character, such as the impressions given to children. Therefore, assistance and supervision is needed in selecting shows given to children, namely through the animated films Nussa and Rara. The aim of this research is to determine the cultivation of character in early childhood through the animated film Nussa and Rara in Sukaraja village, Cikeusal subdistrict, Serang-Banten regency. The method in this research was Qualitative Descriptive. Therefore, the data were taken using interview, observation, and documentation techniques. Interactive models adapted from *Milles and Huberman*, including data reduction, data presentation, and drawing conclusions was used as the technique of data analysis. As a conclusion, the results obtained show that the character cultivation in children has been well ingrained in accordance with the indicators that have been determined, including 5 children developing according to expectations, 1 child starting to develop, and 1 child still needs help. Success in instilling character in children can be found when character values are manifested and developed in the child's behavior in everyday life in accordance with the goals of character education.

Corresponding author:

Siti Nurmala
PG PAUD Sultan Ageng Tirtayasa University; 2228180041@untirta.ac.id

1. INTRODUCTION

The use of gadgets is not only found among adults but also among young children. Of course, this might have various impacts, so that the assistance and supervision carried out by parents are needed. If there is no direction in using gadgets, it is likely that children will be able to explore various features and negative information freely. This is very dangerous and affects the development of a child's character. According to (Nurani, 2019) early childhood is an individual who is undergoing a rapid and fundamental development process for later life. So that children can easily absorb whatever experiences they encounter and hear. Seeing this condition is very worrying if negative information is accessed by children.

The instilling of character education values needs to be instilled from an early age. This is reinforced by (Yenti & Maswal, 2021) that clarify it is best to form and instill character

values from an early age. This is because at this stage the child experiences very rapid growth and development with all the potential within him, including character development, so that it can be firmly embedded in the child's soul until he becomes an adult. In instilling character values in early childhood, of course, learning media is needed that is interesting and easy for children to understand. Film is one of the various media used as a tool to help to start the learning process (Hutasuhut & Yaswinda, 2020).

In general, it shows in the form of cartoon or animated films are in great demand, especially for young children. Animated films are usually made in full color so they look attractive and are fun to watch for children. However, it should be noted that parents must be smart in choosing and sorting out what shows are good for their children before showing these shows to their children. According to the opinion expressed by (Pramita & Setyowati, 2022) parents must be able to choose and select healthy and keep it for their kids and it aims to direct children well. In Indonesia itself, many animated films have been produced, including animated films that can provide education for children's character formation, such as the animations Adit & Sopo Jarwo, Diva the Series, Riko the Series, Nussa and Rara.

One of the animated films that are very popular at the moment is the show Nussa and Rara. This is an animated series that tells stories about everyday life with character values that can provide education for children in a fun and easy to understand way. This is in accordance with the statement by (Mega, 2021) which confirms that the Nussa and Rara animation is a popular animation that was created as a means of conveying da'wah by presenting educational shows that contain educational values expressed in stories of everyday life.

Therefore, the researcher did an observations and interviews and it was conducted in Sukaraja Village, Cikeusal Subdistrict, Serang-Banten Regency to obtain data regarding the cultivation of early childhood characters through Nussa dan Rara Animation films in Sukaraja Village, Cikeusal Subdistrict. Serang-Banten Regency where the researchers asked questions to parents who have children aged 4-5 years regarding assistance and supervision in instilling character values in children, researchers also carried out observations on children aged 4-5 years who had watched animation Nussa and Rara.

From the description that has been explained previously, the researcher was interested in observing in more depth regarding parental assistance and supervision in instilling character values in children, especially assistance when selecting shows given to children with the research subjects being parents and children aged 4-5 years. who have watched and are currently watching the Nussa and Rara animation. Therefore, researchers are interested in conducting research by title "Early childhood character cultivation through the animated film Nussa and Rara (Qualitative descriptive research in Sukaraja Village, Cikeusal District, Serang-Banten Regency)".

Early Childhood Character Cultivation

According to (Hikmasari et al., 2021) the character of education acts as an effort made with full awareness in responding to situations contained in cognitive, affective and psychomotor discussions. A character that emerges will be actualized in the form of decisions, actions and behavior. In essence, character is a person's natural way of balancing a context in accordance with the principles that apply in the surrounding environment. Character is also a behavior that grows in a person's personality due to formation from the surrounding environment. It can be interpreted that character is an attitude that is created because of the circumstances around it.

According to (Pitaloka et al., 2021) the character of education for early childhood is aimed at instilling good values so that it become habits when children growth as an adults or at the next level of education. Character formation from an early age is the best opportunity and is very influential in carving out a character for an individual in the future. This happens because early childhood is a sensitive period. If this period can be stimulated appropriately it will have a good influence on the child. However, on the other hand, if this period is not

properly stimulated, it will create obstacles for the child in later life. Instilling character in children requires a very long process and time because instilling values in children does not only discuss learning but also requires the implementation of positive habits assisted by various parties, namely parents, schools and the surrounding environment so that character values could be well grown (Masykuroh & Fajriah, 2023).

Moreover, the character values are firmly ingrained in children until they are at a mature age, character cultivation can be done through early childhood education. The aim of character education for early childhood is to instill and develop patterns of behavior and prepare the best environment for children so that when children act and make decisions they can be in line with existing norms. According to (Nurma & Maemonah, 2021) there are five goals of early childhood character, including: (1) being able to develop various children's potential, one of which is affective potential; (2) instilling behavior that is in accordance with character values; (3) forming leadership and responsibility attitudes in children; (4) exploring children's potential and curiosity so that children have creative behavior; (5) building a healthy environment and avoiding deviant behavior.

The character of education in early childhood is an effort to develop all the potential that exists in children, namely by instilling character values so that these character values can be manifested in the form of attitudes and behavior in children, the character values in question are religiosity, nationalism, independence, mutual cooperation and integrity (Hasanah & Fajri, 2022). These character values are the main characteristics used as a reference in the basic competencies of the 2013 curriculum as stated in Minister of Education and Culture Regulation Number 146 of 2014 (Hasbi et al., 2019) including the following:

1. Religiosity

The value of religiosity is a value that reflects an attitude of obedience and obedience to the rules of the religion one adheres to, respecting and appreciating the practice of worship and other beliefs, living in harmony and peace with followers of other religions. Therefore, early childhood education does not only discuss about science but also discuss about religion and morals to support healthy and good personality development for children (Isom et al., 2021). The sub-values of religiosity in early childhood include love of peace, tolerance, compassion, mutual respect for each other's opinions, and self-confidence.

2. Nationalism

The value of nationalism is a value that reflects behavior that prioritizes the interests of the nation and state above self and group interests and is able to demonstrate behavior that respects the language, culture, economy, social and politics of the nation. This is in line with (Dea et al., 2020) which confirm that the value of nationalism is one of the character values that fosters enthusiasm and love for the homeland which is expressed in the form of actions, ways of thinking, loyalty, concern and high respect for the nation, culture, language, economics, social and political. The sub-values of nationalism in early childhood include love of the homeland, respect for various national cultures, pride in national culture and care for the environment.

3. Independence

The value of independence is a value that reflects actions that do not easily depend on other people, are able to do it themselves and can be relied on. This is in line with (Rini & Nurfuadi, 2023) which define that the independence is self-confidence carried out in the form of action when deciding everything and not relying on other people. The sub-values of independence in early childhood include being creative, having high curiosity, always being enthusiastic and not giving up easily, working diligently and having high fighting power.

4. Mutual cooperation

The value of mutual cooperation is a value that reflects behavior that likes to work together shoulder to shoulder, likes to provide help or help to people who need it, and actively maintains good communication. In short, mutual cooperation itself is an activity carried out by working together to achieve the expected goals (Iswantiningtyas et al., 2023). The sub-values of mutual cooperation in early childhood include having a caring attitude, helping

each other, working together, empathizing and being used to deliberation and consensus together.

5. Integrity

The value of integrity is the value that underlies behavior that makes him an individual who can be trusted in every action, deed and word and has human values embedded in him. The sub-values of integrity in early childhood include being responsible, honest, actively involved in social life, respecting friends, patience and discipline. This is in accordance with personality development theory that the character values of honesty, discipline, following rules and being responsible are the main character values in character education (Astuti et al., 2023). Character values will appear when attitudes of responsibility, honesty, respect for someone and hard work appear in a person in the form of behavior and actions (Sari et al., 2022).

In instilling character values in children, there needs to be a method as support so that the process runs well. For this reason, there are nine methods that can be applied in developing children's character (Zahra & Kuswanto, 2021). These nine methods include: (1) The lecture method, namely conveying things related to goodness; (2) The conversation method is a free question and answer activity that can be done with children; (3) The singing method is listening and understanding the meaning of the lyrics of the song being sung; (4) The storytelling method is reading a fairy tale or fiction that has a message and moral values in it; (5) Showing animated films, namely providing viewing of an animated story whose story contains character values and can provide education to children; (6) Exemplary, namely providing a role model and a good example for children; (7) Worship, namely inviting children to know how to communicate between humans and their God, between children and their creator; (8) Field trips, namely carrying out activities to introduce nature and the surrounding environment; (9) Competitions involve involving children in activities that develop competence.

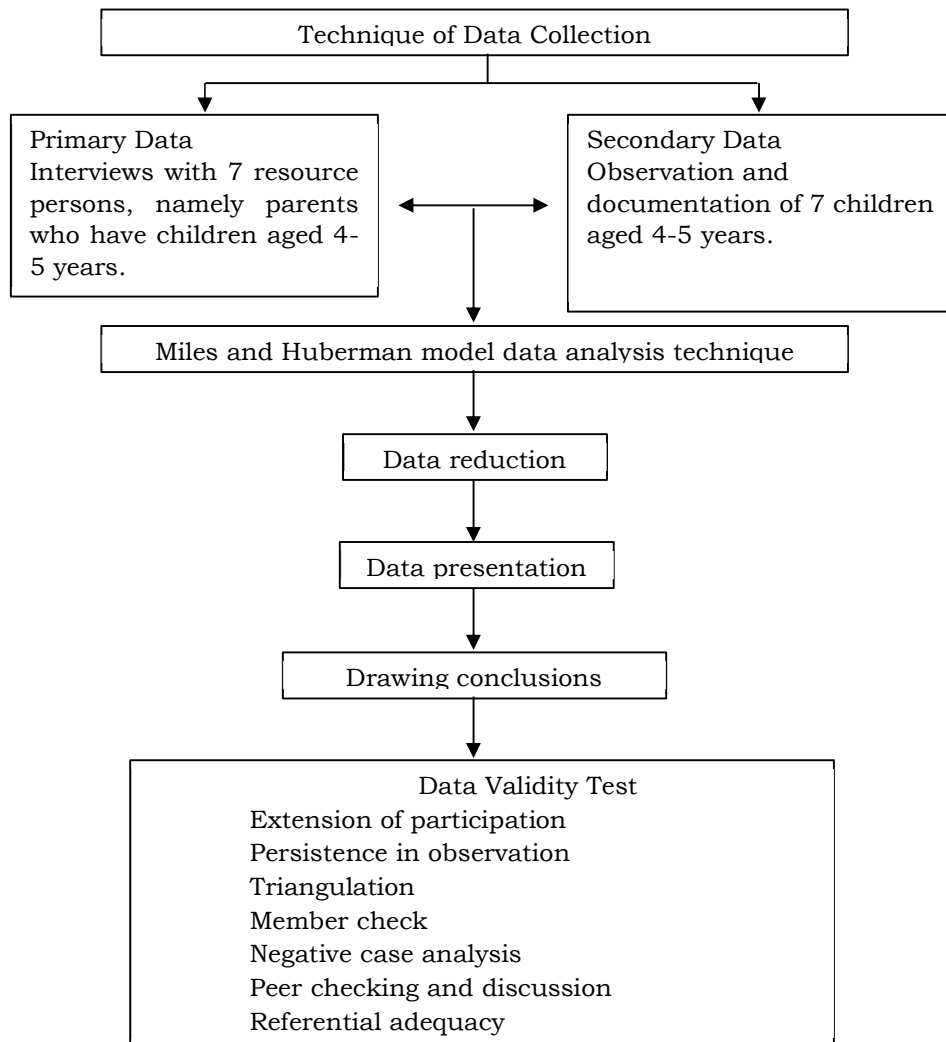
One method that can be used in the process of cultivating character in children is providing animated shows that can provide education to children. There are many various animated films that provide lessons full of character values, one of which is the animated film *Nussa and Rara*. The presence of the animated films *Nussa and Rara* can be an alternative media as well as a savior for children from shows that are inappropriate and not child-friendly. The creation of this animated series was motivated by concern about the destruction of the character of the nation's children. According to Taja & Latifah (2021) the animated film *Nussa and Rara* is an animation that has the vision and mission of being an edutainment film in the form of teaching morals starting from the basics, providing a useful foundation so that Indonesian children have good morals. Educational films can be used as a learning method in instilling basic values in children so that positive characters are formed in children.

2. METHOD

This research used descriptive qualitative research methods. The research was carried out in Sukaraja Village, Cikeusal District, Serang Regency, Banten Province. The research subjects in this study were parents whom have a children aged 4-5 years who were or had watched the animated show *Nussa and Rara*. Primary data in this research were obtained from interviews conducted by researchers with 7 resource participants, namely parents and 7 children aged 4-5 years as well as observation activities carried out by researchers on the behavior of children aged 4-5 years who had watched the animation *Nussa and Rara*. Meanwhile, secondary data in this research was obtained from documentation of children's activities in the form of field notes and photographs related to the research. The data collection technique in this research uses triangulation techniques, namely a combination of interview, observation and documentation techniques. The data analysis technique used in this research is model data analysis adapted from Miles and Huberman which consists of data reduction, data presentation, and drawing conclusions. In testing the validity of the data, researchers used extended participation, persistence/consistency in observation,

triangulation, member checking, negative case analysis, peer checking and discussion, referential adequacy.

Figure 1. Research Flow in Early Childhood Character Cultivation Through the Animated Film Nussa and Rara



3. FINDINGS AND DISCUSSION

In this research, the researcher discusses the findings and relates them to the opinions of experts as explained in the previous discussion which were used as a reference in strengthening field findings. Discussion includes:

1. Cultivation of Religious Character

From the field findings on the religiosity indicator, there were 4 children who had developed according to expectations, 2 children were starting to develop, and 1 child still needed help. This can be seen when children carry out worship activities such as praying, reciting the Koran and reading daily prayers in every activity, love the people around them, family and pets, and have a high sense of self-confidence. Religious character is one of the fundamental characters related to the basics of belief and religion in everyday life which can be used as a reference in acting. This is in accordance with the opinion of (Nikmah, 2023) where religious character is an understanding of the teachings or beliefs held that can

influence a person's behavior when behaving or acting. Thus, cultivating religious character in children in Sukaraja village, Cikeusal subdistrict has been well ingrained because the values of religiosity have emerged in the children.

2. Cultivation of Nationalist Character

From the field findings on the nationalism indicator, there are 2 children who have developed according to expectations, 1 child is starting to develop, and 4 children still need help. This can be seen when children have awareness and care about cleanliness in the surrounding environment, such as throwing rubbish in the right place and knowing the name of the country, flag and national symbol. The character of nationalism is a character value in behaving, thinking and being loyal by expressing attention and respect for various aspects of nationality, namely social, cultural, political, economic, linguistic and environmental. In accordance with the expression of (Fitriyah & Supriyadi, 2023) the value of nationalism is a person's behavior in showing loyalty to the interests of the state, namely loyalty to culture, politics, social, economic, language and the environment. In this way, the cultivation of nationalist character has been well ingrained because various indicators of nationalist character values have emerged in children.

3. Cultivating the Character of Independence

From the field findings on independence indicators, there were 6 children who had developed according to expectations and 1 child was starting to develop. This can be seen when children take the initiative to trace Pop It toys in the shape of love on paper, have creativity in finding objects and turn them into games such as playing with perfume bottle caps and old school cassettes which are used as garages for toy cars, children coloring and completing puzzles, children role playing. cooking with surrounding media including soil; foliage; or paper, children play the role of being a real doctor, children camp out in a toy tent, children have high curiosity in various things such as wanting to know about the moon, stars, the environment, animals and many other things, children have high enthusiasm. The character of independence is a character that discusses the child's readiness to carry out any activity by relying on himself, both physically, in thoughts, behavior and feelings through the applicable moral values, ideas and creativity that the child has. For this reason, it is in line with what was expressed by (Dewi, 2023) where the independence is a person's readiness to carry out their own activities physically, being able to manage their thoughts, and being able to control behavior in accordance with existing moral values.

4. Cultivating the Character of Mutual Cooperation

From the field findings on the mutual cooperation indicator, there were 5 children who had developed according to expectations, 1 child was starting to develop, and 1 child still needed help. This can be seen when children have a sense of concern for friends, such as asking about the condition of a friend who is injured, being able to give in to friends who are younger, being willing to share toys with friends, children asking about their mother's condition, being able to provide assistance to people around them such as picking up items, helping enthusiastic housework such as folding clothes and headscarves, helping older siblings to go to the nearest shop, helping mother throw away and clean up cooking waste. In this case, character cultivation has an important role in children's lives when in society because by nature humans are social creatures who cannot live without help (Wahyuni, Reswita, and Afidah 2020). This is in line with the opinion of (Pramesti & Hidayat, 2023) where mutual cooperation is an action carried out by a person or group in providing assistance and easing the burden or work of others without expecting anything in return and regardless of physical, cultural or religion.

5. Cultivating the Character of Integrity

From the field findings on integrity indicators, 5 children have developed according to expectations, 1 child is starting to develop, and 1 child still needs help. This can be seen when children are able to take responsibility for themselves by tidying up their toys, being able to be disciplined can be seen when children get used to storing things in their proper place, children know time discipline when using gadgets, children are disciplined about taking a nap. Children are able to be honest when they tell their parents about mistakes they

have made according to actual events and have a trustworthy attitude. Children have good manners and this happens when children ask permission first before using other people's goods or food. The character of integrity is a character that discusses a person's behavior and actions in responding to social and moral values in everyday life. This is in line with (Retnasari et al., 2023) where the character of integrity is a character that prioritizes values in acting, saying and behaving in accordance with applicable religious and societal rules.

Table 1. Cultivating Early Childhood Character through the Animated Film Nussa and Rara

Child's Name	BB	MB	BS
Shela Shakila Putri			☐
Saidatun Nafisah	☐		
Zahratul Afifah			☐
Alisha Ramadhanti			☐
Ulfah Shakira		☐	
Asyila Oktaviani			☐
Attaqy Bayanhaka			☐

Thus, success in instilling character in children can be found when character values are manifested and developed in the child's behavior in everyday life. This success is not only about a value but will be actualized in the form of habituation in the child's life so that under whatever conditions the character will remain embedded in his soul (Haryono et al., 2021). This is in accordance with the goals of character education according to (Andres, 2023) where character education aims to foster instincts in children, foster character values, build a spirit of integrity, namely leadership, responsibility, honesty, nationality, creativity, independence and care for the environment.

4. CONCLUSION

The cultivation of children's characters through the animated film Nussa and Rara in Sukaraja Village, Cikeusal District, Serang-Banten Regency has developed quite well and has reached predetermined indicators, children are familiar with worship activities in accordance with the religion they adhere to by praying, reciting the Qur'an and reading prayers. Simply, in everyday life, loves the people around him, for this reason, the character of religiosity in children has developed well. Children have developed a nationalistic character, that is, in their activities children are able to protect the surrounding environment by keeping it clean, not damaging the environment and recognizing the symbols of the country's flag, state symbol and country name. Indicators of independent character can be found in the ability to be creative in the surrounding environment by using items they find and turn it into toys or games according to the child's imagination, children are independent in completing tasks and carrying out daily activities. Children have a sense of empathy and care for the environment around them, work together and are able to provide assistance to the environment around them, so the character of mutual cooperation in children has developed well. The instillation of the character of integrity that has emerged in children can be found when children have a sense of responsibility in carrying out their activities in daily life, are honest and disciplined, and have good manners.

REFERENCE

Others. (2023). *Character Education Guide for Handling Student Delinquency* (M. Hidayat (ed.);

- 1st ed.). Indonesian Education and Writing Development Center. [https://books.google.co.id/books?id=jA_YEAAAQBAJ&lpg=PR7&ots=Ga22X3MAwC&dq=SUCCESS IN CULTIVATING CHARACTER IN CHILDREN IS INFLUENCED BY&hl=id&pg=PR3#v=onepage&q&f=false](https://books.google.co.id/books?id=jA_YEAAAQBAJ&lpg=PR7&ots=Ga22X3MAwC&dq=SUCCESS+IN+CULTIVATING+CHARACTER+IN+CHILDREN+IS+INFLUENCED+BY&hl=id&pg=PR3#v=onepage&q&f=false)
- Astuti, A.L., Hamengkubuwono, & Pratama, M.I.L. (2023). Values of Honesty and Discipline in Early Childhood Character Education. *International Journal of Innovation and Education Research (IJER)*, 2(2), 96–112.
- Dewi, K. (2023). Implementation Of Capilara (Two Pillar Characters) Through Habitual Activities To Form Children's Independence. *Journal of Social Humanities and Educational Sciences Research*, 2(1), 33–41.
- Fertiliana Dea, L., Saidun Anwar, M., Choirudin, C., Yusuf, M., & Wahyudi, A. (2020). Building Early Childhood Character through KH. Wahid Hasyim's Education Model at RA Ma'arif Metro. *Al-Athfal: Journal of Children's Education*, 6(2), 109–120. <https://doi.org/10.14421/al-athfal.2020.62-02>
- Fitriyah, E. N., & Supriyadi. (2024). Strengthening the Nationalist Character Education of Elementary School Students through Clean and Healthy Saturday Habits. *Journal of Elementary Education Studies*, 2(1), 85–97.
- Haryono, S.E., Muntomimah, S., & Eva, N. (2021). Instilling Values Through Character Education in Early Childhood. *Knee Social Sciences*, 2020, 96–108. <https://doi.org/10.18502/kss.v4i15.8194>
- Hasanah, U., & Fajri, N. (2022). The Concept of Early Children's Character Education. *Journal of Early Childhood Education Innovation*, 2(2), 116–126.
- Hasbi, M., Maryana, M., Suwaryani, N., Albertus, D.K., Mangunwibawa, A.A., Gracia, A., Parakasi, P., Taher, S.M., Tulus, T., Winarsunu, Luci RM Royanto, L.F. & Rizki Muhammad Ramdhan, EA (2019). *Guidelines for Strengthening Character Education in Early Childhood Education*. https://anggunpaud.kemdikbud.go.id/images/upload/images/Pedoman_Penguatan_Karakter/V.10_Buku_Pedoman_PPK_PAUD.pdf
- Hikmasari, D. N., Susanto, H., & Syam, A. R. (2021). The Concept of Character Education from the Perspective of Thomas Lickona and Ki Hajar Dewantara. *AL-ASASIYYA: Journal of Basic Education*, 6(1), 19–31. <https://doi.org/10.24269/ajbe.v6i1.4915>
- Hutasuhut, A. R. S., & Yaswinda. (2020). Analysis of the Influence of the Films Nussa and Rara on Early Childhood Empathy in Padang City. *Tambusai Education Journal*, 4(2), 1237–1246.
- Isom, M., Sopandi, E., & Siswanto, A. (2021). *Implementation of Religious Education in Character Values in Early Childhood Education Institutions*. 19(3), 303–316. <http://jonedu.org/index.php/joe>
- Iswantiningtyas, V., Wulansari, W., Khan, R. I., Pristiani, Y. D., Nursalim, N., & Sofwina, Y. T. (2023). Development of the Dolananku Box to Instill the Values of Mutual Cooperation and Creative Character Education in Children. *Effector*, 10(1), 148–156. <https://doi.org/10.29407/e.v10i1.19594>
- Masykuroh, K., & Fajriah, F. (2023). Cultivating Environmental Care Characters in Early Childhood at OISCA Jakarta Multicultural Kindergarten. *Pelita PAUD Journal*, 7(2), 408–415. <https://doi.org/10.33222/pelitapaud.v7i2.2672>
- Mega, ID (2021). *Early Childhood Religious Characters in the Animated Film Nussa and Rara*. 5(1), 43–49. <http://repository.iainpurwokerto.ac.id/id/eprint/10918>
- Nikmah, F. (2023). Early Childhood Religious Character Education in the Digital Era from the Al-Qur'an Perspective. *Gold Ink: Journal of Early Childhood Islamic Education*, 2(1), 1–14. <https://doi.org/10.35878/tintaemas.v2i1.678>
- Conscience, Y. (2019). *New Perspective on Basic Concepts of Early Childhood Education*. West Jakarta: Cv. Campustaka, 144.
- Nurma, & Maemonah. (2021). *The nature of religion in the formation of early childhood character*. 7(1), 29–40.
- Pitaloka, D. L., Dimiyati, & Purwanta, E. (2021). The Role of Teachers in Instilling the Value

- of Tolerance in Early Childhood in Indonesia. *Journal of Obsession: Journal of Early Childhood Education*, 5(2), 1696–1705. <https://doi.org/10.31004/obsesi.v5i2.972>
- Pramita, D., & Setyowati, H. (2022). Moral Values in the Film "Luca" and Their Relevance to Children's Character Education. *IVET University Education Http://E-Journal.Ikip-Veteran.Ac.Id/Index.Php/Pawiyatan*, 1, 28–31.
- Retnasari, L., Pratomo, M. I., Irayanti, I., Istianah, A., Keguruan, F., Dahlan, U. A., Syariah, F., Kendari, I., Keguruan, F., & Cendana, U. N. (2023). *Implementation of School Culture-Based Integrity Character for Early Age Students*. 4(1), 187–200. <https://doi.org/10.37985/murhum.v4i1.161>
- Rima Pramesti, S., & Muhamad Taufik Hidayat. (2023). Analysis of the Value of Mutual Cooperation Characters in the Animated Film A Bug's Life. *Journal of Elementary School Thought and Development (JP2SD)*, 11(1), 44–58. <https://doi.org/10.22219/jp2sd.v11i1.25443>
- Rini, D. S., & Nurfuadi, N. (2023). The Value of Independent Character for Early Childhood in the Lyrics of Children's Songs by Pak Kasur. *Journal of Education*, 6(1), 1602–1613. <https://doi.org/10.31004/joe.v6i1.3120>
- Sari, M., Warmansyah, J., Syaiful, L.D., & Utami, W.T. (2022). Environmentally caring character in early childhood: The effect of the project method. *ATfālunā Journal of Islamic Early Childhood Education*, 5(1), 37–46. <https://doi.org/10.32505/atfaluna.v5i1.4334>
- Taja, N., & Latifah, D. (2021). Prophetic Education in Early Childhood in the Animated Film Nussa and Rara. *From Dib: Journal of Islamic Education*, 10(2), 168–175. <https://doi.org/10.29313/tjpi.v10i2.8591>
- Wahyuni, Sri, Reswita Reswita, and Mar'atul Afidah. 2020. "Pengembangan Model Pembelajaran Sains, Technology, Art, Engineering And Mathematic Pada Kurikulum PAUD." *Jurnal Golden Age* 4(02): 297–309.
- Yenti, Y., & Maswal, A. (2021). The Important Role of Educators in Stimulating Children's Character Development in PAUD. *Tambusai Education Journal*, 5, 2045–2051. <https://jptam.org/index.php/jptam/article/view/1218%0Ahttps://jptam.org/index.php/jptam/article/download/1218/1088>
- Zahra, Q. N., & Kuswanto. (2021). Building Character from an Early Childhood Through Instilling Religious Values. *Educatio Journal of Educational Sciences*, 16(1), 50–57. <https://doi.org/10.29408/edc.v16i1.3479>